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ABSTRACT

This adult education long-range staff development plan proposes a cooperative network to have impact on a minimum of 600 practitioners each year it is in full operation. In the first year, three elements will be put into operation. First, a staff development collaborative consisting of representatives of key agencies and groups to initiate, direct, and monitor the implementation of the plan will be established. Second, staff development facilitators will be identified to stimulate the development of local and area staff development planning and programming and to link resources to the adult educators who need them. Third, small grants and other incentives will stimulate local district and area staff development. In the second and following years of the plan, staff development leadership training of program administrators and teacher leaders will occur. They will be trained to initiate and generate staff development processes in their districts and areas. The plan identifies a variety of funding resources and urges adult educators to use all of these sources to offer staff development opportunities and activities. (An evaluation design is included that provides for analyzing and modifying the plan, the program, and the process each year, as well as a final evaluation of the impact of the staff development plan on practitioners and students alike.) (LRA)

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ED189276

MICHIGAN ADULT EDUCATION STAFF DEVELOPMENT PLAN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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prepared by
PLANNING COLLABORATIVE
A Section 309 Project
November, 1978 - October, 1979

CE023525

PLANNING COLLABORATIVE

The Planning Collaborative was a one-year project to develop a long-range, state-wide staff development plan for adult education teachers, administrators and support personnel. It was funded by Section 309 Adult Education monies.

The Planning Collaborative was also a representative group of local district adult educators, ISD consultants, university professors, and MDE staff who met monthly to develop the plan. Work teams also met to prepare information and discussion papers for the Planning Collaborative to use in developing the plan.

- Dolores Paskal
  Coordinator

- Jerry Lapides
- Susan M. Quattrociocchi
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Support for this project was provided by a grant of Federal funds under Section 309 of the Adult Education Act (P.L. 92-230-111), as amended, administered by the Michigan Department of Education. Points of view and opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education of the Michigan Department of Education.

MICHIGAN ADULT EDUCATION STAFF DEVELOPMENT PLAN

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ACKNOWLEDGEMENTS

Cooperative planning by the educators and institutions throughout the state interested in the future of adult education staff development produced the original proposal for the Planning Collaborative. They and others have continued to work together to design the long-range statewide staff development plan. The plan that has been developed is flexible yet durable. It relies on traditional institutions but asks them to come together to serve adult educators in new and nontraditional ways. It is applicable and responsive to educators of adults in whatever organization, program or agency they exist.

The Section 309 funding is only one measure of the investment of Planning Collaborative and Michigan adult educators in the development of this plan. The Planning Collaborative reimbursed local districts for substitutes needed to make teachers and counselors available for meetings. However, hundreds of hours of professional time were contributed to the development of this plan by participating local districts, intermediate districts, universities, and other resource organizations who sent their professionals to meetings without reimbursement for their time. Contributed time and effort to the development of this staff development plan may equal the state's investment in it through the Section 309 funding. The enormous energy and investment in developing the plan gives additional mementum and thrust to implementing it.

Many people have contributed ideas, time and energy to the Planning Collaborative. Kathryn Diggs was active in the first part of the year in working with teams in managing business aspects of the project. Joan Karr helped us get the Resource Directory organized, and Christine Welliver wrote up some of the resource descriptions. More recently, Susan Quattrociocchi and Jerry Lapides have worked together as a team and done a magnificent job of pulling together the final activities of the project.

Gail Holben has with unfailing good cheer typed and retyped the plan and its papers and kept the business of the project going. Laura Thomas designed and prepared the final versions of the Information Papers and has continuously provided the assistance that an excellent and experienced secretary can offer. Joanne Daniels designed and prepared the cover and gave her good counsel to other design problems.

Many of the Planning Collaborative members have volunteered their time and energy beyond the meetings themselves. For example, Terry Redman secured information on adult education staff development from all of the other states and summarized it for us.

Working with the Planning Collaborative members and adult educators in this state this year has been one of the most rewarding and challenging experiences possible. They have been genuine educators -- energetic, dedicated, flexible, thoughtful, progmatic, and always, in the last analysis, conscious of and responsive to the adults they serve.

Dolores Paskal, Coordinator
Planning Collaborative

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William Adcock
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Kenneth Walsh
Iris Williams
Jack Willsey

PREFACE

When one considers the broad systems development which has evolved to address educational needs of adults, one important aspect easily emerges. This is the dimension of preparing those who seek to work in such a system.

The attached document represents many hours of thoughtful deliberation on the part of wide groups convened from throughout the state in response to this aspect. The suggested avenues outlined certainly represent one dimension which could be undertaken in resolution of the training aspects.

Great credit should be given to the Planning Collaborative for many reasons, one of which is critical to their efforts. For many, many years, staff development in the field of adult education proceeded at differing rates in areas throughout the state. The Collaborative efforts, for the first time, have brought a process of unification and dialogue which has had outstanding effect in stimulating thinking and planning.

The efforts of this planning group, their sincerity, and their dedication are to be applauded. They deserve the highest commendations from all of us who share in their desires to provide a basis for accord and action in this sensitive area.

I would personally, also, like to offer my sincerest thanks for a job well done. There have been few projects which have done so much to bring together so many diverse thoughts and viewpoints. It has given a sense of common direction as we move together into the Eighties.

October 1979

Mary Reiss, Director
Adult Extended Learning Services

EXECUTIVE SUMMARY
Michigan Adult Education Staff Development Plan

prepared by
PLANNING COLLABORATIVE
a Section 309 Project
November 1, 1978 - October 31, 1979

NEED: Adult educators need continuing opportunities to improve their professional knowledge and skills, whatever their previous preparation or experience, wherever they may be in the state. Few educators have deliberately prepared for the field of adult education. Most have moved into adult education from other areas. Many are still part-time adult educators.

Throughout the state thousands of adults who have not completed high school ask for recognition as adult learners because of unique educational needs as individuals, workers and citizens. They want education to be directly related to their working and personal lives, including both flexible and nontraditional approaches.

What then is the most effective way to help Michigan adult educators -- administrators, teachers, and support personnel -- continue to improve their professional knowledge, skills and status in order to serve adult students and clients in the most effective fashion?

BACKGROUND: To respond to this challenge, the Planning Collaborative was funded by the Michigan Department of Education Adult Extended Learning Services under Section 309 of the Adult Education Act as a one-year planning project to design a long-range staff development plan. The Planning Collaborative had broad involvement of educators from local district adult education programs, universities and colleges, intermediate school districts and the Michigan Department of Education. During the year, ad hoc work teams generated information and Planning Collaborative members sifted through the information and developed the plan following the design outlined in the proposal.

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MAIN POINTS OF THE PLAN: The long-range plan that has emerged stresses local and area staff development planning and programming. It puts primary emphasis on helping adult educators become more effective. It encourages adult educators to become self-directed learners in their professional growth so they can model this approach with the adult learners they serve as well as sustain a personal self-renewal process.

The plan is *responsive, coordinated, evolving, and comprehensive.* It centers on the people to be served, the resources to be used, and the public interest. This plan was developed originally for public adult basic education and high school completion educators. It has evolved into a staff development plan that is also meaningful for educators who work in employment, health and community-based educational services with similar clients -- the minorities, the unemployed, the institutionalized, the women with special needs, the disadvantaged, the rural, the handicapped, or the non- or limited-English speaking adults. As new priorities emerge, they can be easily incorporated into the plan.

This plan proposes a flexible, adaptable delivery system. Its emphasis is on *providing a structure to link individuals, local groups, and area-wide groups* as needed. It encourages resource institutions and people to respond to field needs and to tailor their programs and offerings accordingly.

The GOALS of the statewide, long-range staff development plan for adult education administrators, teachers and support staff *are to develop*

I. *Educators of adults who are self-directed lifelong learners.*

II. *A cooperative staff development network that involves participants and resources in programs unique to the settings of the participants.*

III. *The use of all available financial commitments and other resources.*

The plan encourages local and area groups of adult educators to identify their own needs for staff development as well as concentrate on increasing their knowledge and skills in seven priority learning areas. These priority learning areas, which reflect findings of the Statewide Adult Basic Education Needs Assessment as well as contributions of practitioners, are:

1. Staff development planning and programming for adult educators
2. Program management, communication, and leadership
3. Self-awareness as a person/professional/learner
4. Knowing adult clients and helping them to know themselves and become self-directed learners
5. Interaction strategies
6. Teaching strategies
7. Curriculum systems and areas

The plan proposes a cooperative network to have impact on a minimum of 600 practitioners each year it is in full operation. In the first year, three elements will be put into operation:

1. *A Staff Development Collaborative* consisting of representatives of key agencies and groups to initiate, direct and monitor the implementation of the plan will be established. A Coordinator and secretary will serve as the staff for the Collaborative.

2. *Staff Development Facilitators* (20-25) will be identified by the Staff Development Collaborative. They will be selected from local adult education programs, universities and colleges, intermediate school districts, and community-based organizations and agencies. They will stimulate the development of local and area staff development planning and programming, will be located in and serve all areas of the state, and will link resources to the adult educators who need them.

3. *Small grants and other incentives* will stimulate local district and area staff development.

In the second and following years of the plan staff development leadership training of program administrators and teacher leaders will occur. They will be trained to initiate and generate staff development processes in their districts and areas. They will serve as a communication and learning network for each other.

The plan identifies a variety of funding resources and urges adult educators to use all of these sources to offer staff development opportunities and activities to practitioners at every level.

An evaluation design is included which provides for analyzing and modifying the plan, the program, and the process each year as well as a final evaluation of the impact of the staff development plan on practitioners and students alike.

PRODUCTS AVAILABLE:

Information Papers

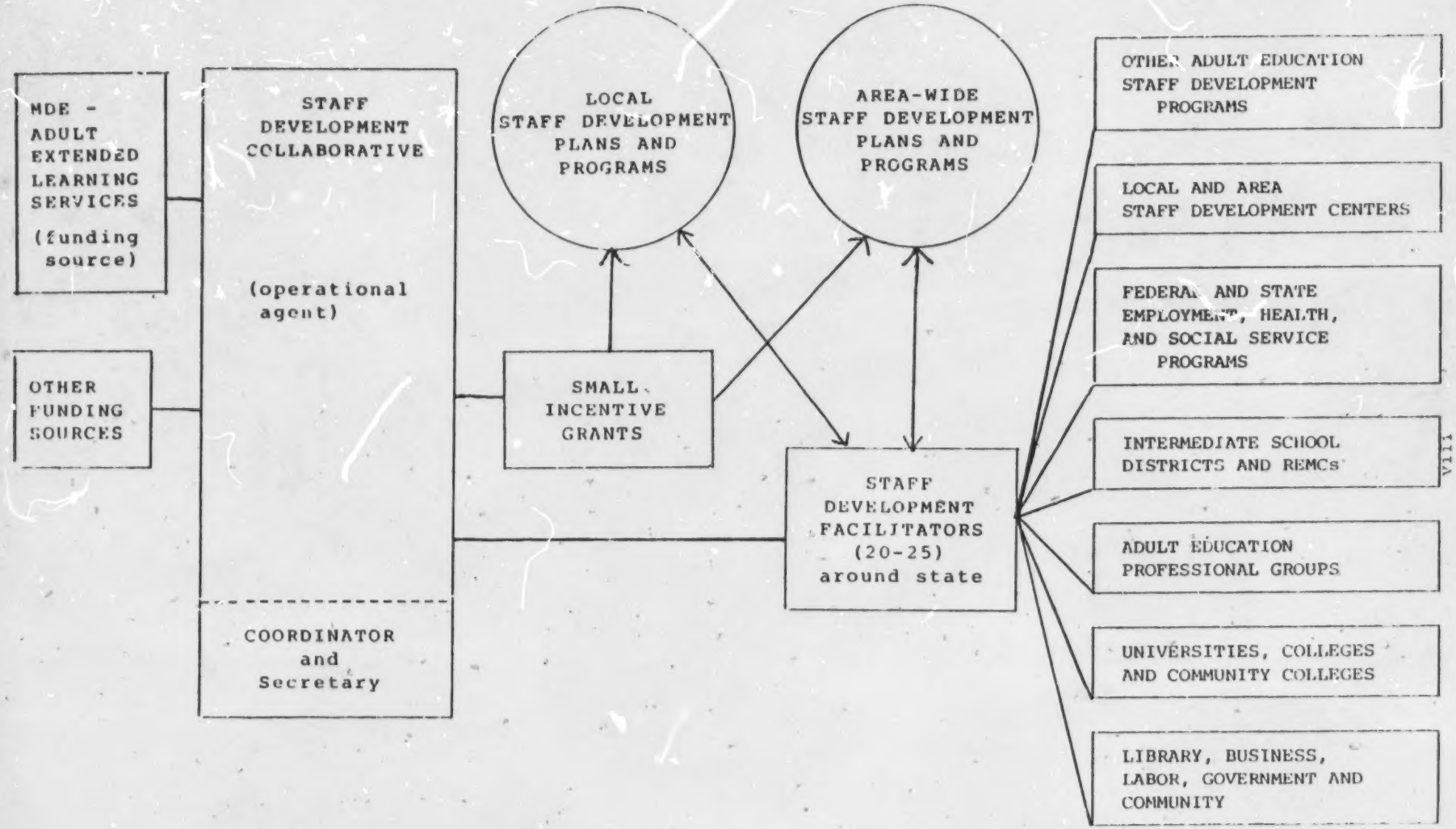
#1 Needs, Constraints and Resources in Adult Education Staff Development
#2 Adults As Learners
#3 State and Federal Commitments to Adult Education Staff Development
#4 Staff Development Models and Practices
#5 Professional Preparation, Status and Recognition of Adult Educators
#6 Guidelines for Staff Development

Resources Directory for Adult Education Staff Development

Steps to Take in Building Local and Area Staff Development Programs

Staff Development Evaluation Handbook

ADULT EDUCATION STAFF DEVELOPMENT PLAN


MDE - ADULT EXTENDED LEARNING SERVICES (funding source)
OTHER FUNDING SOURCES
STAFF DEVELOPMENT COLLABORATIVE (operational agent)
COORDINATOR and Secretary
LOCAL STAFF DEVELOPMENT PLANS AND PROGRAMS
AREA-WIDE STAFF DEVELOPMENT PLANS AND PROGRAMS
SMALL INCENTIVE GRANTS
STAFF DEVELOPMENT FACILITATORS (20-25) around state
OTHER ADULT EDUCATION STAFF DEVELOPMENT PROGRAMS
LOCAL AND AREA STAFF DEVELOPMENT CENTERS
FEDERAL AND STATE EMPLOYMENT, HEALTH, AND SOCIAL SERVICE PROGRAMS
INTERMEDIATE SCHOOL DISTRICTS AND REMCs
ADULT EDUCATION PROFESSIONAL GROUPS
UNIVERSITIES, COLLEGES AND COMMUNITY COLLEGES
LIBRARY, BUSINESS, LABOR, GOVERNMENT AND COMMUNITY

In second and following years - ANALYZE, MODIFY AND UPDATE
Add CONCENTRATED STAFF DEVELOPMENT LEADERSHIP TRAINING for 20-25 TEACHERS LEADERS AND ADMINISTRATORS

In third and following years - MAINTAIN EXISTING PROGRAM AND PROCESSES
VERIFY IMPACT ON STAFF AND STUDENTS

I. INTRODUCTION

The need for a long-range, statewide staff development plan for adult education teachers, administrators, and support staff in Michigan has been evident. Few, if any, regularly scheduled inservice or staff development opportunities are available on a continuing, developmental basis in areas around the state. Most inservice efforts that do exist are sporadic at best, and lack a cohesive design and format. Nor do those that exist systematically address the different levels of training, experience, and career commitment of teachers, administrators, and support staff in adult education programs. Nor is it possible to identify the most effective staff development resources at local district, intermediate district, or high education levels and cooperatively to plan their use. Few adult educators have prepared deliberately for the field of adult education. Most have moved into adult education from other areas. Many are still part-time adult educators.

To respond to this situation, in November 1978 the Planning Collaborative was funded as a one-year Section 309 project to design a long-range, statewide staff development plan for adult educators -- administrators, teachers, and support people -- in Michigan. The Planning Collaborative was a project. It was also a group of about thirty people representing the Michigan Department of Education and local district adult education programs, intermediate school districts, and universities throughout the state. As preparation for regular Planning Collaborative meetings, a series of ad hoc work teams met during the year to sort through and consider information appropriate to each stage of the design process. A series of Information Papers were prepared to review information needed in the first part of the design process.

The staff development plan reflects the lengthy and deliberate discussions of the Planning Collaborative members in regular and ad hoc meetings. Presented with the Information Papers and later the various drafts of the plan that emerged from team meetings, the Planning Collaborative sifted and sorted through issues and information. It made decisions to omit and postpone as well as include and act.

For example, the Planning Collaborative concluded that certification was only one means of improving the professional status and recognition of adult educators. The issue was complex and challenging one, one that needed far more detailed and sustained attention that the Planning Collaboarative could give to it at this time. It, therefore, proposed a continued examination of the issue. The Planning Collaborative firmly believes that the staff development planning and programming process proposed in this plan will result in improving the professional status and recognition of adult educators throughout this state. Even more important, it will enhance their performance as adult educators.

At the heart of this process is the adult student. Adult students come to adult education programs to improve their knowledge and skills as workers and as citizens. The needs of adult students - to improve themselves and their work opportunities - must be the foundation upon which staff development planning and programming rests.

The commitment of the Planning Collaborative was always to build on a broad base of involvement of educational agencies and institutions to assist the Michigan Adult Extended Learning Services in responding to staff development needs throughout the state. Almost 100 practitioners and resource people from throughout the state were involved in the team meetings.

If this staff development plan is biased, the bias is always in the direction of encouraging field people and programs to be creative in and to be responsible for their own professional growth plans. The bias is toward establishing a general process as opposed to specific solutions. The bias is in the direction of recognizing the enormous variety and differences in needs of people and programs and in recognizing that no one solution, no one "delivery system" is appropriate to respond to this diversity. But, the Planning Collaborative has identified and does propose seven priority learning areas to give direction to the staff development process for local programs, for area-wide activities, and individuals.

happen, and who can make it happen. An associated outcome to the plan itself is the development of a network of people throughout the state who have been involved in developing the plan and will support its implementation.

The plan responds to several key themes -- the diversity of staff development needs of practitioners around the state, the effectiveness of locally-directed and self-directed lifelong learning, and the improvement of the professional recognition and status of adult educators.

Alexander Charters has pointed out that

> The range of the educators of adults is comprehensive and includes all those persons who are involved at some level in the decision-making process concerning policy and/or practice of adult education. It includes those persons who may be at an advanced policy level through a continuum to those persons working on specific aspects.... Accordingly, a professional development program must be multifaceted and should be considered not as one program for all, but as many alternative programs. As with all learning, professional development is basically an individual enterprise.[1]

The current "State Plan for School Staff Development in Michigan" also states

> Staff knowledge, skills and awareness of attributes of human growth and development all contribute to bringing student outcomes up to stated expectations. In order to maintain up-to-date knowledge and skills, school staff should be offered the opportunity to receive and be encouraged to seek continuous growth experiences. If the concept of lifelong learning for school staff is to reach fruition, teachers and other educators must have the tools to identify needed skills prior to entering a staff professional development program. In addition, maximum impact from staff development activities can be realized when individual staff members are commited to such personal growth and development. Commitment to continued improvement of competencies and skills in order to better assist students in meeting identified expectations is a crucial component.[2] (Emphasis ours.)

This adult education staff development plan establishes priorities. It identifies goals, objectives, procedures and outcomes. It provides ways of linking statewide staff develop-

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[1]Alexander N. Charters, "Professional Development of Educators of Adults," A mimeographed paper, Syracuse University, 1978.

[2]"State Plan for School Staff Development in Michigan," Office of Professional Development, Michigan Department of Education, March 22, 1979.

ment resources and training curriculums to programs and educators that need them. Though the focus in planning has been educators of adults in public school programs, the activities and approaches recommended in the plan are equally useful and accessible to other agencies and institutions educating adults.

As Miller and Verduin have commented,

> The traditional return-to-the-college-campus concept for staff development is not necessarily valid or appropriate for staff development needs. Other delivery systems will be required to fulfill the diverse needs of adult learning and those of staff members who carry out its teaching and professional activities. Informal, nonformal, and formal settings will be required to complete the task. Greater involvement and decision making by all concerned staff will be needed. Greater flexibility in the staff development area will be required to fulfill the diverse needs of a field like adult and continuing education.[3]

It is to these general concerns this plan is addressed. This is not a plan designed to be read and filed away, but a plan designed to be implemented and to have impact. The plan proposes a process to reach out to 600 or more adult educators each year. It also proposes a way to involve large numbers of adult educators throughout the state in planning and taking responsibility for their own improvement and renewal.[4] Helping adult educators strengthen and improve their professional responses to adult students is the immediate goal in the foreseeable future, the first three years. Improving the life chances and productive potential of adult students and clients is the long-range target.

The design of this plan requires funding and support by the Michigan Department of Education. It also relies on adult educators to review and reshape resources available to them. Many of its recommendations can give immediate direction to staff development efforts in local districts and agencies. The plan also gives direction to reshaping offerings of resource institutions in their efforts to respond to needs of adult educators.

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[3]Harry G. Miller and John R. Verduin, Jr., The Adult Educator - A Handbook for Staff Development. Houston: Gulf Publishing Company, 1979, p. 9.

[4]Demographic information about the distribution of adult education programs around the state as well as information collected during this year about the number of full and part-time staff is included in Appendix B.

II. DEFINITION OF TERMS

For the sake of clarity and to encourage common agreement about the recommendations of this plan, the following terms are used as they are described below.

Adult education. This comprehensive term refers to all educational activities, institutionally-sponsored or self-directed, engaged in by persons who have assumed responsibility for directing their own lives and the roles commonly associated with adulthood.

Adult educators or *educators of adults*. These two terms are used interchangeably in this plan. These terms refer to people who serve in adult education agencies or programs as administrators, coordinators, supervisors, teachers or instructors, counselors, paraprofessionals or aides, volunteers, or support staff. In designing this plan the emphasis has been on adult educators in public schools programs, but the priorities and procedures suggested in this plan are equally applicable and accessible to other adult education agencies.

Adult basic education. Education for adults who function at less than the ninth grade level, with emphasis on the development of reading, communication, computational and coping skills including life role competencies, and bilingual-bicultural education for adults with limited English language skills. Current federal guidelines put great emphasis on outreach activities to underserved populations: the rurally isolated, urban unemployed, women with special needs, older persons, handicapped, immigrants, minority groups, institutionalized, and/or those limited in English language proficiency.

High school completion. Secondary education for adults -- for adults who have not completed requirements for a high school diploma. For the purposes of this plan, this category also includes programs preparing adults to take the General Education Development Development (GED) examination.

workshops that are awareness-building or information-oriented sessions, or that address specific, immediate needs of teachers, administrators or other adult educators. It has also been defined as a professional development activity that an educator undertakes singly or with others after beginning professional practice.

Staff development and *professional development*. In the context of this plan, these two terms are used interchangeably. Staff development is currently defined in the "State Plan for School Staff Development in Michigan" in the following fashion.

> Staff development is a planned and organized effort to: (1) provide teachers and other educational workers with knowledge and skills to facilitate improved student learning and performance commensurate with individual student incentive and potential, (2) meet additional developmental needs of students,, and (3) meet the specific needs of staff that may or may not be related to cognitive outcomes.

In its Information Paper #4 on "Staff Development Models and Practices" the Planning Collaborative described staff development as a process

> enabling each educator to develop the knowledge, skills, and confidence necessary to intervene effectively and appropriately in the learning environments of his/her students. Continuing professional growth depends on the ability to recognize and analyze specific learning situations, to construct and select alternative responses, and to organize and direct resources toward helping students achieve. Continuing professional growth and staff development depends on the willingness of the educator to take action to grow as well as an opportunity within the system for the educator to do so.

Staff development describes a continuing, evolutionary process which involves individuals and groups in planning and decision-making for their own educational improvement. Learning is facilitated through the involvement process. Staff development activities may range along a continuum from the completely self-directed to the mediated learning experience to a systematic training experience.

Training. Suggests an intense, circumscribed, and systematic program in an instructional or skills area where considerable experience and knowledge exists on the most effective approaches or methods to be used.

III. RATIONALE

Factors which have strongly influenced and shaped the development of this plan for adult education staff development in Michigan include:

1. The existence and impact of Project ENABEL (Extern Network of Adult Basic Education Leaders), a multi-state adult basic education professional development effort in the late 1960s which touched the lives of many of the present adult educators in the state and gave them a taste and appetite for staff development. The design of ENABEL which reached out to all levels of adult educators throughout the state and the philosophical thrust of involving people concerned in the planning for change in their professional lives were both important elements in generating this plan.

2. Adult learners, whether educators or students, bring motivations, background experiences, a sense of reality and a need for immediacy to educational situations. In the Macomb County Needs Assessment conducted throughout the state in 1978/79, adult basic education students indicated they wanted to learn basic communication, computation, and coping skills, especially as these relate to employment and personal aspects of their lives. They also wanted adult educators to accept, understand and interact with them as individuals and to involve them in helping plan curriculum and instructional approaches. If adult educators are to function in this fashion, they need to experience opportunities in their staff development activities to learn, practice, and use these behaviors so they can model them with students. *Adult educators who are life-long learners are more likely to produce adult students who are life-long learners.*

3. A series of educational and institutional studies suggest that concrete, on-going staff development activities

organized around small, on-site work groups are most likely to produce continuing improvement in the responsiveness of educators or trainers to students or clients.[5] In the final analysis, staff improvement relies on individuals to move and change. Individuals need organizational support available at their work sites and the availability and use of resource people, institutions, and materials for use when they are needed.

While recognizing and supporting the importance of conventional improvement activities -- degree, certificate, and credentialing programs, short-term workshops, institutes and conferences, inservice days once a year and so on -- *this plan proposes that major emphasis be on developing individual, local, and area-wide staff development plans and activities which respond to locally-identified needs, to priority learning areas described in this plan, and to state and federal priorities.*

By emphasizing individual, local and area participation in planning and conducting appropriate staff development, experience recognition of the unique needs of rural, suburban and urban areas in the state can occur. Within this format, attention can also be directed to the range of background and experience levels of adult educators in various areas, and to the unique needs of different groups -- administrators, teachers, curriculum leaders, counselors, paraprofessionals, office staff -- whether full-time or part-time.

4. Adult education programs, whether in the public sector or not, have had to be flexible and responsive to adult clients or students. Any staff member who a tentative adult learner encounters can influence his participation in the adult education program. Adult educators recognize that all staff,

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[5] Rand Corporation, "Federal Programs Supporting Educational Change: The Findings in Review," Rand Corporation, California, 1975; Harry G. Miller and John R. Verduin, Jr., The Adult Educator - A Handbook for Staff Development, Houston: Gulf Publishing Company, 1979; Bruce Joyce, "What Research Tells Us About Staff Development," cassette tape, Association for Supervision of Curriculum Development, 1978.

everyone the student encounters, need to be responsive and sensitive to the educational needs of the student. Recruiting, retaining and motivating students, empathizing and clarifying ideas and goals, helping students assume increased responsibility for their own educational lives is everybody's business in adult education, not just the job of a particular person or position.

Flexible and overlapping program responsibilities and roles are common in adult education. Many adult educators are given responsibilities, both teaching and administrative, for which they have had little previous training. Almost everyone was trained for some other field. "On-the-job" training and preparation is the most common development process. Yet it is haphazard and unsatisfactory in many instances. To complicate matters further, major changes in adult education programming are occurring, and highly skilled adult educators are faced with the need to keep themselves abreast of new developments. Who needs what staff development, therefore, is something that can be more usefully decided at the individual, local or area level than it can be determined universally at a state-wide level.

5. This plan was developed specifically with public adult basic education and high school completion adult educators in mind. As it has emerged, it is applicable and can be accessible to all educators of adults who work with similar populations -- the minorities, the institutionalized, the women with special needs, the disadvantaged, the rural, the handicapped, or the non- or limited-English speaking adults. Its emphasis is on a responsive, coordinated, evolving, and comprehensive approach that involves the people to be served, the resources to be used, and the public interest.

6. This plan does not propose a traditional delivery systems approach. Its emphasis is on linking resources to individuals, local groups, and area-wide groups as needed. It seeks to encourage resource institutions and people to operate

responsively to field needs and to tailor their programs and offerings accordingly.

Underlying these factors which have shaped the plan are a series of principles which have emerged from research and practice in professional development. These principles can serve as guidelines for planning and designing staff development programs for individual, local, area, and the state as a whole.

1. Cooperative Planning. Planning staff development activities cooperatively with the people involved is more effective than planning for people. Teachers, administrators and support personnel need to participate in identifying and working cooperatively on their own instructional and/or administrative problems. Attention to student and community needs is a vital part of the planning process, as is the need to plan cooperatively with institutions and agencies helping with staff development activities.

2. Systematic Process. Effective staff development programs are most likely to occur when a systematic process of

    1. assessment of needs of practitioners and learners
    2. goal-setting
    3. cooperative planning
    4. energetic implementation
    5. evaluation related to changed conditions and behaviors, and
    6. reassessment and replanning takes place on the individual group, building, district, area or statewide level.

3. Administrative Participation and Leadership Participation. Administrators who understand the need for staff development, who encourage and expect staff to participate, and who take responsibility to see that it happens have strong staff development programs.

4. Administrative and System Support. Administrative and system support for staff development is most likely to occur when systematic planning has occurred and a proposal which requires a definite commitment by the system or organization is made and approved. Involving the "authorizers," the superintendents and other key people, at each step from awareness through implementation is a necessary strategy.

5. From Awareness To Use. Any effective staff development effort must give attention to and deliberately plan ways to help teachers and administrators move through a sequence of stages -- awareness, exploration, practicing, and using -- in relation to new teaching and administrative activities. Particularly in relation to teaching strategies the following steps need to occur:

    1. arranging for modeling and demonstrating
    2. practice under nonthreatening conditions,
    3. practice with regular feedback, and
    4. follow-up help and transfer in a non-threatening atmosphere

6. Staff Development Resources. In addition to state department, university, intermediate school district, and private agency personnel and resources, adult educators can look to their fellow teachers, administrators. and support personnel for resource help and assistance. Encouraging cooperative and supportive relationships among work groups may be a key administrative responsibility.

7. Work Groups. Large group awareness or hands-on workshops may be appropriate to meet common or immediate needs or to learn about new approaches or programs. Single, one-time only inservice sessions may demonstrate new techniques or share information.

However, these are likely to be more effective when they are part of or imbedded in a continuing long-term

staff development and improvement effort. Providing systematic opportunities for small groups to work together on a continuing, long-range basis may be a key approach to improving adult education programming and teacher knowledge and skills.

8. What's Expected? What's Rewarded? Part of the process of improving the collective professional identity of adult educators requires programs to

   - identify the unique qualities and characteristics of adult educators,
   - specify those as expectations,
   - offer opportunities to develop and polish these characteristics, and
   - provide incentives, titles, salaries, and crediting/credentialing arrangements that reward adult educators for possessing them.

9. Long-Term Statewide Staff Development. Long-range staff development planning needs to focus on developmental aspects -- moving from awareness through use, from simple to more complex, from one part of the program to the entire program.

IV. GOALS, OBJECTIVES, OUTCOMES AND PROCEDURES

The GOALS of the statewide, long-range staff development plan for adult education administrators, teachers and support staff *are to develop*

I. Educators of adults who are self-directed lifelong learners.

II. A cooperative staff development network that involves participants and resources in programs unique to the settings of the participants.

III. The use of all available financial commitments and other resources

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The GOALS, OBJECTIVES, and OUTCOMES are linked together in the section that follows. With each objective, suggested, explanatory or enabling activities are included. (A separate listing of goals and objectives is provided in Appendix C.)

GOAL ONE: The statewide, long-range staff development plan will develop educators of adults who are self-directed, lifelong learners.

OBJECTIVE A. Prepare individual, program, and area staff development improvement plans.

Conscious planning for improvement is a functional necessity if the primary goal of this plan is to develop adult educators who are self-directed lifelong learners in their own professional lives and as they model that role for the adult students they work with.

Staff development planning needs to occur at three levels: at the local level, at the area level and at the individual level.

1. Local plans. Evidence exists that small on-site work groups planning and carrying out a mutually agreed upon staff development effort is one of the most effective ways of producing and maintaining positive professional behavior. The local adult education group developing a staff development plan might be a representative committee for the district or program as a whole. In another instance, a building level or site group might be the logical focus for regular planning and working together. In any event, unless responsibility is assumed at the local level to move through a planning process, little more than solitary, sporadic inservice sessions are likely to occur.

The Planning Collaborative recommends that local programs develop staff development plans and that these plans explore ways of relating constructively to existing staff development activities in the K-12 programs in order to maximize use of resources and funds.

2. Area-wide plans. Particularly for awareness-type activities, for concentrated training for job-alike groups, or to stimulate attention to priority learning areas identified in this plan, it is useful to think in terms of area-wide planning and programming for staff development.

3. Individual plans. Adult education practitioners who are expected to set goals for themselves, describe methods or activities they can use to achieve the goals for themselves, describe methods or activities they can use to achieve the goals, and determine how they will measure their progress or achievement are more likely to change their behavior positively or maintain already positive behaviors than those who have never been challenged to do so.

The Planning Collaborative recommends that adult education programs establish the expectation that persons engaging or preparing to engage as staff in adult education programs need to complete an "improvement plan" as one of the conditions of initial employment. Adult education programs may also consider whether or not experienced staff in the program need to be continuously challenged to examine their work-related behavior and identify areas in which they want to upgrade their skills or become more knowledgeable. Asking each adult educator in a program to complete a staff development plan to discuss with a supervisor or a peer may be a first step. Cumulatively, these individual plans within a building or district or program may provide the common beginning for a group effort. Examples of these plans are included as Appendix D.

In this planning process some practitioners have stressed the importance of involving adult students in staff development planning.

Incentive systems to acknowledge, compensate, and reward staff improvement must be systematically developed and employed.

OBJECTIVE B. Improve knowledge, skills and attitudes of adults in relation to locally-developed needs or in relation to priority learning areas identified as needs by practitioners and students. The SEVEN PRIORITY LEARNING AREAS are

1. *Staff development planning and programming*
2. *Program management, communication, and leadership*
3. *Self-awareness as a person/professional/learner*
4. *Knowing adult clients and helping them to know themselves and become self-directed learners*
5. *Interaction strategies*
6. *Teaching strategies*
7. *Curriculum systems and areas.*

In the material that follows each priority learning area has explanatory activities. These seven priority learning areas are directly related to needs expressed by practitioners

in the year of developing this plan or to the Macomb County ISD Adult Basic Education Statewide Needs Assessment.

1. *Staff development planning and programming*.

Staff development does not just occur. If it is to be an ongoing, integral part of an adult education program, it needs close attention by administrators and teacher leaders.

It is developmental. Within any unit, building or adult education program steps which need to be taken include, but are not limited to:

a. Develop awareness, readiness, and commitment to systematic staff development within programs.

b. Plan for, budget for and provide staff with ongoing staff development activities.

c. Conduct needs assessments in relation to priority learning areas or locally identified staff needs.

d. Prepare an action plan to enable staff members to participate in staff development with identified goals, objectives, priorities, and action steps.

e. Implement the plan in cooperation with staff members including practice and use of new approaches, especially with feedback and support systems.

f. Analyze, reassess, and reshape the plan on a regular basis.

2. *Program management, communication, and leadership*.

In these three areas, educators of adults need staff development activities to help them

a. Improve program management skills in

1) Preparing budgets, fiscal management and reporting, and in membership accounting

2) Recruiting, retaining, and evaluating staff

3) Recruiting, retaining, and recovering students

4) Tapping all possible funding sources.

b. Improve communication skills to

1) Promote the adult education program with the community and other institutions,

2) Share information within buildings, within the district, and with other programs

3) Develop support systems and networks within the district, with other districts and with other institutions.

c. Improve leadership skills by

1) Gaining knowledge and information about

- The philosophy and history of adult education
- Elements of effective adult education programs
- Ways of assessing community needs, strengths, and resources
- Current information, research, and emerging trends in adult education

2) Examining their leadership roles and styles, advocacy roles, and interaction patterns with other staff.

3) Performing as a curriculum leader which means that they will

- Know about existing curriculum in adult education programs, state and nationwide
- Know about current research in curriculum in adult education, in K-12, and in higher education
- Develop a philosophy of curriculum appropriate to the community and with the help of staff, other administrators and the community along with a process to implement it
- Help teachers assess their unique teaching styles and develop appropriate methodologies and strategies
- Give teachers information about themselves that is positive and encouraging to motivate and support them

Although activities in this priority learning area may be of primary interest to program administrators, curriculum coordinators, teacher leaders and others may also be interested, particularly as responsibility for these activities may be shared in many programs.

3. *Self-awareness as a person/professional/learner*

In this connection, staff development activities need to help all educators of adults

a. Develop attitudes and behaviors which will serve as models of the learner role to adult students

b. Examine their own beliefs about the teaching-learning process and their own experience as a learner

c. Demonstrate a sense of control, confidence in their own ability, and responsibility for what happens in their professional lives

d. Examine how their philosophy of adult education permeates all of their work roles

e. Know about adult education philosophy, history, current information and research, and emerging trends and futures in their professional roles

in order to be able to use personal and professional information about themselves to improve their effectiveness with adult students in whatever roles they perform.

4. *Knowing adult students and helping them to know themselves and become self-directed learners.*

In order to accomplish this, adult educators need to accept students as mature individuals and know the students' social, intellectual, psychological, and health needs. They also must be skillful in

a. Helping students assess their skills, identify their interests, recognize their unique learning styles, set attainable goals, and develop appropriate instructional plans

b. Giving students information about themselves that is positive and encouraging to help students develop self-motivation

in order to promote self-directed learners among their students and clients.

5. *Interaction strategies*

Under this umbrella are included activities in improving motivation, developing empathy, using clarifying techniques, promoting thinking skills, and using group discussion skills. More specifically, adult educators need to

a. Develop skill in establishing rapport with students and in maintaining a productive learning environment to motivate students

b. Participate in empathy training to improve listening skills

c. Practice using clarifying questions and techniques

d. Use activities that promote higher level thinking behaviors

e. Learn to use a variety of group discussion techniques

6. *Teaching Strategies*

A variety of teaching or instructional strategies can be used by educators of adults to develop self-directed learners. Among other strategies adult educators need to explore the use of

a. Methods of involving students in cooperative planning of the curriculum

b. Goal planning and learning contracts

c. Programmed instruction

d. Diagnostic-prescriptive learning

e. Action project learning to use and extend information and skills learned in an academic setting.

7. *Curriculum systems and areas*

Among these are several which have received priority in adult education in Michigan in the past few years:

a. Life Role Competencies

b. Bilingual-bicultural education

c. Basic skills in the reading, language, mathematics and citizenship areas

d. Employability skills training as related to CETA, WIN and a variety of other Department of Labor and Department of Social Services thrusts

e. Women's studies

Other specific areas of importance are:

f. Counseling and guidance approaches

g. Instrumental Enrichment -- a program to improve the cognitive functioning of teenagers and adults

h. Computer-assisted instruction

i. Senior citizen programming

j. Use of media programming -- TV, radio, tapes, newspapers, etc.

k. Self-instructional or correspondence programs

OBJECTIVE C: Strengthen the professional commitment and recognition of educators of adults.

Staff recruitment, retention and evaluation practices in adult education need to involve staff cooperatively in

1. Establishing expectations of desired behaviors for educators of adults.
2. Preparing continuing staff development improvement plans or participating in agreed-upon staff development activities.
3. Evaluating staff performance in terms of specified and desired behavior or performance.
4. Retaining those staff who have demonstrated a capability of working effectively with adult students.

All available pathways for strengthening the professional commitment and recognition of educators of adults -- on-the-job improvement programs, endorsement approaches, competency-based approaches, certification and accreditation proposals -- need to be considered in the next three years in terms of their feasibility in this state and in terms of the value of their contribution in the improvement of staff development of educators of adults.

OUTCOMES

GOAL ONE: The statewide, long-range staff development plan will develop educators of adults who are self-directed, lifelong learners.

<u>OUTCOMES OF GOAL ONE</u>: It is anticipated that as a result of the effective implementation of this plan,

Participants in staff development will model the role of self-directed learners as they:

1. *Accept, understand, and interact with other adults as individuals,*
2. *Enable adult students to gain personal interaction skills to accomplish their academic, employment, and personal goals,*
3. *Enable adult students to practice academic skills in academic, employment and citizenship roles,*
4. *Enable adult students to gain a sense of control over and responsibility for their educational, employment, social and political lives.*

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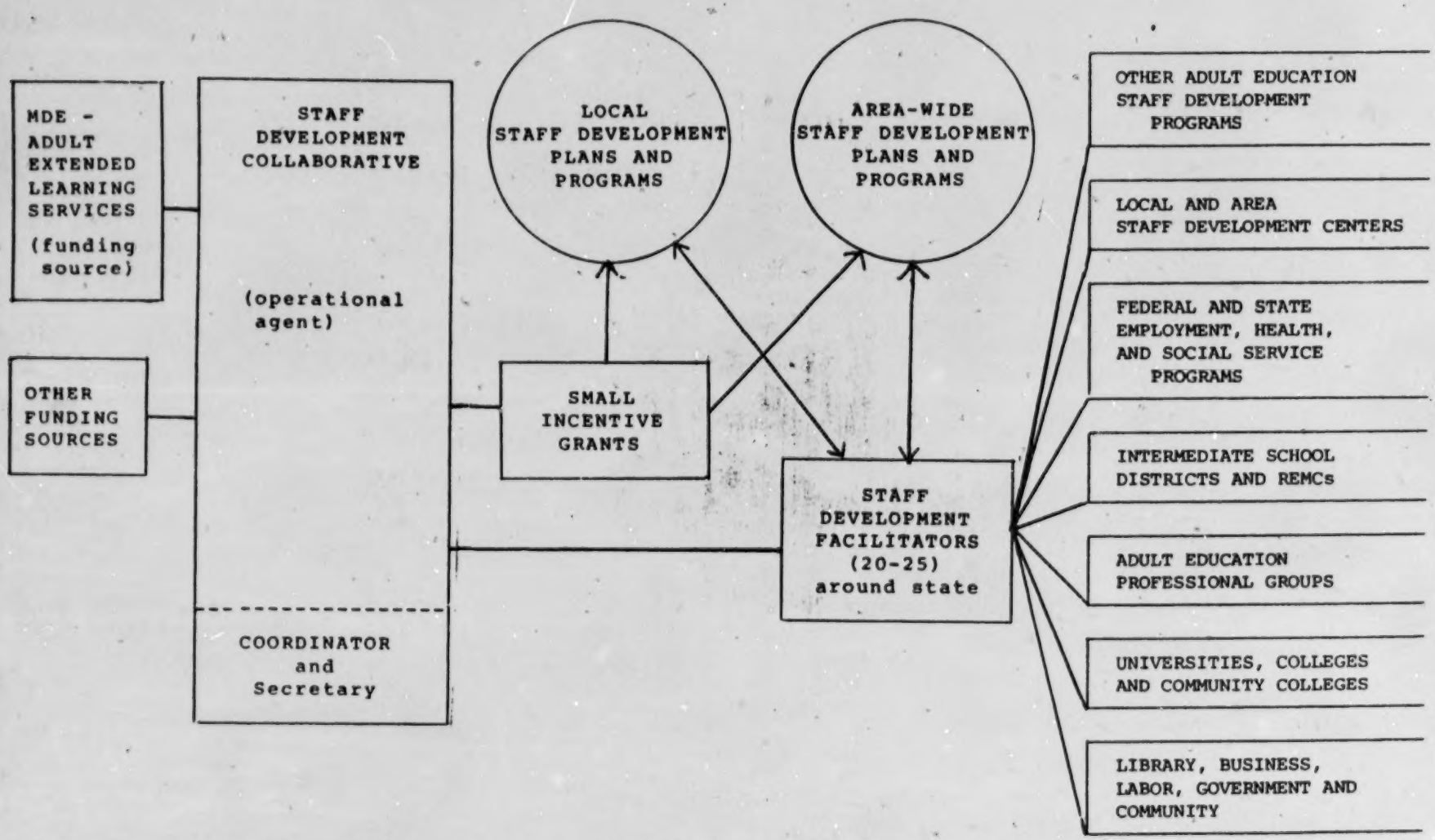
ADULT EDUCATION STAFF DEVELOPMENT PLAN


MDE - ADULT EXTENDED LEARNING SERVICES (funding source)
OTHER FUNDING SOURCES
STAFF DEVELOPMENT COLLABORATIVE (operational agent)
COORDINATOR and Secretary
LOCAL STAFF DEVELOPMENT PLANS AND PROGRAMS
AREA-WIDE STAFF DEVELOPMENT PLANS AND PROGRAMS
SMALL INCENTIVE GRANTS
STAFF DEVELOPMENT FACILITATORS (20-25) around state
OTHER ADULT EDUCATION STAFF DEVELOPMENT PROGRAMS
LOCAL AND AREA STAFF DEVELOPMENT CENTERS
FEDERAL AND STATE EMPLOYMENT, HEALTH, AND SOCIAL SERVICE PROGRAMS
INTERMEDIATE SCHOOL DISTRICTS AND REMCs
ADULT EDUCATION PROFESSIONAL GROUPS
UNIVERSITIES, COLLEGES AND COMMUNITY COLLEGES
LIBRARY, BUSINESS, LABOR, GOVERNMENT AND COMMUNITY

In second and following years - ANALYZE, MODIFY AND UPDATE
Add CONCENTRATED STAFF DEVELOPMENT LEADERSHIP TRAINING for 20-25 TEACHERS LEADERS AND ADMINISTRATORS

In third and following years - MAINTAIN EXISTING PROGRAM AND PROCESSES
VERIFY IMPACT ON STAFF AND STUDENTS

GOAL TWO: The statewide, long-range staff development plan will develop a cooperative staff development network that involves participants and resources in programs unique to the settings of the participants.

OBJECTIVE A. Establish a STAFF DEVELOPMENT COLLABORATIVE to serve for three-five years to implement, analyze and reshape the plan.

A group of ten to twelve people, representative of key groups of adult educators and educational influentials in the state, meeting regularly, will be responsible for directing the implementation, analysis, and reshaping of the plan over the next period of time.

It is recommended that the STAFF DEVELOPMENT COLLABORATIVE function to

1. Give direction to implementing the state plan on adult education staff development for all educators of adults.
2. Develop criteria and guidelines for funding of the statewide facilitation network and encouragement of local district and area staff development programs.
3. Review and approve programs proposed by local and area groups for mini-grant funding.
4. Monitor and assess progress of programs and the plan and make necessary modifications based on the evaluation.
5. Make recommendations to fiscal agent as needed in relation to proposed programs, budgeting and expenditures.
6. Recommend a coordinator and staff to the fiscal agent.

It is further recommended that the STAFF DEVELOPMENT COLLABORATIVE consist of ten to twelve members who serve without alternates. These members would represent the following groups and serve one-two-three year terms:

1. Michigan Department of Education -- Adult Extended Learning Services
2. MDE-AELS Advisory Council

3. An intermediate school district

4. A participating university

5. Adult education teacher representing Michigan Education Association, Michigan Federation of Teachers and no-organization, alternating each year

6. Representative of Michigan Association of School Administrators (MASA)

7. Rotating member of Michigan Association for Public Adult and Community Education (MAPACE), Adult Education Association of Michigan (AEA of M), and Michigan Community School.Education Association (MCSEA)

8. Representative of a State of Michigan department, e.g., Department of Labor, Department of Social Services, Department of Corrections, etc.

9-10-11. Three adult educators representative of the rural, suburban,and urban, industrialized areas of the state

12. Community college

In addition to representing these groups, considerations in the selection of members will include

1. Interest in staff development

2. Geographic, sex, racial and staff balance

3. Continuity with Planning Collaborative membership.

It is strongly recommended that continuity with Planning Collaborative membership be a major factor in the selection of Staff Development Collaborative members and that recognition of the contributions of members in the field of adult education to this effort be a major priority.

A coordinator and secretary will be needed to serve as staff for the COLLABORATIVE and coordinate the management of the plan.

It is recommended that the fiscal agent for the STAFF DEVELOPMENT COLLABORATIVE be a first or second class school district, an intermediate school district, a university, or the Michigan Department of Education.

OBJECTIVE B. In the first year train a statewide group of 20-25 STAFF DEVELOPMENT FACILITATORS to support, assist and identify resources for local and area staff development programs.

It is recommended that a group of STAFF DEVELOPMENT FACILITATORS will be identified and invited to serve as a communication and resource network for statewide adult education staff development.

These Facilitators will serve as initiators and helpers to staff development efforts at the local and area level and as educational brokers to link local and area groups to resources throughout the state. It is anticipated that each will work with an average of thirty adult educators during each year in awareness and staff development efforts so that a minimum of 600 adult educators will be reached each year.

More specifically, it is recommended that the STAFF DEVELOPMENT FACILITATORS will function to:

1. Stimulate and assist local district and local groups in preparing development plans and programs.
2. Stimulate and arrange staff development activities on an area basis in priority learning areas on continuing, developmental basis.
3. Identify resource people, institutions, activities, federal and state funding, and serve as educational brokers to link them to adult educators and adult education programs as requested.
4. Publicize adult education staff development needs and programs.
5. Serve as a communication and resource network.
6. Report regularly to the STAFF DEVELOPMENT COLLABORATIVE on progress.
7. Work in teams within a larger area, for example, a local district person, an ISD person, and a university person in the Upper Peninsula.

It is anticipated that these 20-25 STAFF DEVELOPMENT FACILITATORS may serve areas coterminous with regional educational units, but geographical distribution of the Facilitators must also take into account the distribution of adult educators

throughout the state and make some adjustments for heavy concentrations of populations where they occur.

It is further recommended that these STAFF DEVELOPMENT FACILITATORS will be selected from applicants and nominations by the Staff Development Collaborative. Facilitators will be people who:

1. Are the best possible people -- educator influentials in their geographical or content areas
2. Participate voluntarily.
3. Maintain continuity with the Planning Collaborative.
4. Represent geographic, sex, racial, staff population and institutional balance.
5. Represent local districts and groups, area or intermediate groups, and resource institutions.
6. Are related sufficiently to their area to know the social, political and educational climate they will function in.

The STAFF DEVELOPMENT FACILITATORS will be trained together and will meet at regular intervals to maintain themselves as a communication network. Their initial training will consist of a training program which will

1. Review and provide practice in active consultation approaches and skills
2. Develop staff development planning and programming approaches

It is anticipated that STAFF DEVELOPMENT FACILITATORS would be made available to function in this role for a specified number of days a year in exchange for a financial acknowledgement to their institution for their services. While the acknowledgement will not reimburse the institution for the full value of their services, it will be a good faith effort. Meanwhile, additional skills and knowledge developed by the facilitators in their training and in their expanded role can be of further benefit to their sponsoring institution. Alternative ways of supporting staff development facilitators will

be considered, but in each instance evidence of institutional commitment and support will be important.

OBJECTIVE C. Beginning in the second year, train teacher leaders and administrators in initiating and generating staff development processes in their districts and areas and in serving as communication and learning networks for each other.

This plan places high value and priority on planning for staff development improvement at the individual, local, and area level. Area organizations of adult administrators exist throughout the state and can serve as the base points to initiate staff development activities for job-alike groups or in relation to priority learning areas. These activities may be the focus activities of the first year of the plan.

Some adult education programs already have on-going developmental staff development programs. These programs can serve as models and resources to other districts. There is also need for focused training of administrators or designated teacher leaders to begin staff development programs in districts which presently do not have them to improve those in other programs. These training programs also need to include leaders from successful ongoing programs so that they can share and their experiences with others.

This plan recommends the training and support of at least 50 adult education teacher leaders and/or administrators each year in staff development leadership training. They would be trained in groups of 25. It is anticipated that STAFF DEVELOPMENT FACILITATORS will conduct or assist in the staff development leadership training program.

It is anticipated that local or area groups interested in participating in the training will have drafted an initial staff development plan or plans through the involvement of all interested parties in the local program or area.

OBJECTIVE D. In each year, provide small grants and other incentives for the preparation of local and area staff development plans and programs.

It is recommended that a process be established under the management of the STAFF DEVELOPMENT COLLABORATIVE to offer small grants and other incentives to individuals, local groups (which might be at the building, program, or district level), and area-wide groups to encourage the development of staff development plans and programming according to the guidelines of this plan.

STAFF DEVELOPMENT FACILITATORS will be available to help local groups

1. Build the awareness, readiness, and commitment to participate in staff development planning and programming.
2. Conduct needs assessments of staff and student needs.
3. Identify priorities, goals and objectives.
4. Prepare an action plan which describes the methods which will be used to achieve the goals and objectives and a time line.
5. Describe the action steps necessary to implement the plan.
6. Locate resource people, institutions, and training approaches needed to implement the plan.
7. Make arrangements for these activities to occur, for opportunities for staff to learn, practice, and use the new approaches.
8. Evaluate, reassess, and reshape the plan.

Criteria for the funding of incentive mini-grants will be prepared by the STAFF DEVELOPMENT COLLABORATIVE in accordance with the priorities of this plan.

OBJECTIVE E. Locate and describe resource people and institutions that can provide staff development services for different groups of adult educators with varying experience levels in different parts of the state, according to the priorities of this

plan, the needs of local groups, and the capabilities of the resource sites, people and institutions.

Staff development resources and training approaches throughout the state which relate to the priority learning areas of this plan and the general professional needs of adult educators will be identified. Resource people and institutions may include but not be limited to:

- universities
- colleges
- intermediate school districts
- community colleges
- professional development centers
- regional educational media centers
- libraries
- private consulting firms and agencies
- other public agencies
- other adult education programs
- churches or religious groups
- correctional institutions
- Michigan Department of Education
- Human Resources Bank, State Library

It is recommended that descriptions and directions of staff development resource and training curriculum will be prepared, maintained and distributed through the communications networks set up among the STAFF DEVELOPMENT FACILITATORS and the staff development program leaders who are identified and trained. It is recognized, though, that written information is too often inert.

STAFF DEVELOPMENT FACILITATORS will occupy a key role in using the information about staff development resources and training programs which is generated to link resources to the adult educators and adult education programs which need them.

OBJECTIVE F. Analyze, evaluate, and reshape the operation of this staff development plan and process.

It is recommended that during the first three years the STAFF DEVELOPMENT COLLABORATIVE will be responsible for analyzing, modifying, and reshaping the operation of the plan. It will develop ways of collecting and analyzing information on the activities and programs which Staff Development Facilitators arrange and participate in, on the variety and impact of mini-grant programs, and on the movement and impact of the plan generally.

It is recommended that at the end of the third year of operation, external verification of the impact of the plan on adult learners, both staff and students, will be arranged.

OUTCOMES

GOAL TWO: The statewide, long-range staff development plan will develop a cooperative staff development network that involves participants and resources in programs unique to the settings of the participants.

OUTCOMES OF GOAL TWO:

A. *The existence of local and area adult education staff development programs in every area of the state directed toward purposes and objectives of Goal I.*

B. *The existence of and linking of flexible, developmental programs and resources, for example*

   a. *University and college programs designed to respond to the program components and elements in the plan for inexperienced and experienced staff, at undergraduate and graduate levels, for credit or non-credit,*

b. *Programs offered by and available from intermediate school districts, professional development centers, regional educational media centers, K-12 staff developmental efforts, as well as private and nonpublic agencies,*

c. *Resource sites for training in specific skills, techniques, approaches that work with adults,*

d. *Other adult education staff development programs,*

e. *Roadshow awareness sessions throughout the state or short-term workshops to create interest and awareness, motivate staff, build skills, and meet immediate instructional needs.*

to individual, local and area staff development activities.

C. *The documentation of impact of a range of staff development activities on 600 or more adult educators in each year. This will include specific attention to the relation of impact to duration and depth of the staff development activities.*

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GOAL THREE: The statewide, long-range staff development plan will use all available financial commitments and other resources.

OBJECTIVE A. Local, state and federal funds and resources will be continuously identified, allocated, and used to support this plan.

Four major sources of education funds need to be tapped and mobilized to support the implementation of this plan. In order to do this,

1. Action by Michigan Department of Education-Adult Extended Learning Services to establish long-range priorities to use Adult Basic Education funds and Section 310 funds to initiate and support this plan will be encouraged.
2. Action by Michigan Department of Education to establish long-range priorities to use Higher Education Act, Title I funds and career education funds to support this plan.
3. Action needs to be taken at state and local levels to ensure that state and entitlement monies allocated to local districts for professional development will be shared with adult education staff members on an equitable basis. Adult educators need to take steps to become members of local and state staff development policy boards.
4. Action needs to be taken to ensure that local districts use an equitable portion of their general funds to support this plan.

OBJECTIVE B. Other public funds and resources will be continuously identified, sought and used to support this plan.

Action needs to be taken to use public libraries around the state as resources to adult education staff development efforts.

In addition, other public agencies, both state and federal, who are engaged in adult education activities need to be encouraged to participate in staff development leadership and

educational programs under this plan. These agencies might include but not necessarily be limited to:

1. U. S. Department of Labor programs (CETA - Comprehensive Employment Training Act, YSB - Youth Services Bureau, and YEPT - Youth Employment Training Program)
2. Michigan Department of Social Services programs (WIN - WORK INCENTIVE PROGRAM) and
3. Similar adult and youth employment education programs in other federal and state agencies.

In addition, a large number of on-going staff and professional development activities exist in this state which serve K-12 programs and which have, for the most part, not served adult educators on a continuing basis. It is the intent of this plan to link adult educators to the services of

- intermediate school districts (ISDs)
- professional development centers (PDCs)
- regional educational media centers (REMCs)
- professional development advisory councils (PDACs)

as well as to staff development resources and activities of their own K-12 programs.

Certainly, a major resource to adult educators which is presently underused is the Interinstitutional Workshop available through Kent County Intermediate School District and through the Wayne County Intermediate School District. In this workshop, participating groups of educators can earn credit at a participating university, yet have all but two sessions of the Workshop at their own local site with the services of a resource person either from a university or the intermediate school district.

Finally, implementation of this plan depends in large measure on encouraging universities, college, and community colleges to review their programs and offerings in view of the priority learning areas identified in this plan and to match their services to programs and people seeking them.

OBJECTIVE C: Private funds and resources will be continuously identified, sought, and used to augment other funds and resources supporting this plan.

Action also needs to occur to seek non-profit foundation funds to support this plan and supplement other funds and resources available to implement this plan. Funds which might be approached include Kresge, Mott, Fort, Rockefeller, Commonwealth, to name a few.

Local and area groups need also to look at ways of involving community service, business and other private agencies and/or organizations in leadership and staff development activities both as users and resources.

Major resources to this plan are the professional organizations in this state who can support and participate in the further development of this plan. Among these professional organizations are the Michigan Association for Public Adult and Community Education, the Michigan Community School Education Association, Adult Education Association of Michigan, Michigan Association of School Administrators, Michigan Education Association, and the Michigan Federation of Teachers.

OUTCOMES

GOAL THREE: The statewide, long-range staff development plan will use all available financial commitments and other resources.

OUTCOME OF GOAL THREE: Funds and resources to support the major elements of this plan will be generated, as evidenced by access to general entitlement monies, internal budgeting priorities, and support from related agencies.

V. EVALUATION*

The Michigan Adult Education Staff Development Plan is a multi-faceted approach to professional development. The evaluation will also need to be complex to assess the effectiveness of each of the aspects of the plan. In effect, what will be utilized is a series of mini-evaluation designs each addressing a different concern, obtaining data from different sources, and involving different inferential and descriptive statistical procedures.

Establishing and implementing an evaluation design such as the one presented will insure that information is available to decision makers so that they are aware of the strengths and weaknesses of each aspect of the plan (formative evaluation) as well as the overall impact of the plan (summative evaluation). With this type of evaluation model where data are collected on an ongoing basis, redesign decisions can be made as the plan is being implemented rather than waiting until it is completed. In this way, the plan is viewed as being flexible and modifiable rather than as crystalized with no alternation or modification possible or acceptable during the period of its implementation.

The evaluation model is divided into four levels. Each level addresses a major concern or aspect of the implementation process. Each level leads to the next. However, once a level is introduced it remains in effect throughout the balance of the operational phase. The evaluation requires a minimum of four years to assess the impact of the plan. This time period has been especially considered. Attempts at speeding up the evaluation will reduce the possibility of revealing

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*Under contract with the Planning Collaborative, Dr. Eric Gordon, Instructional Development and Evaluation Associates, Berkley, Michigan, prepared the draft of this section of the plan. The members of the Planning Collaborative commented and reviewed this section in August, 1979.

the true impact of the plan. The four levels include:

1. Analysis of implementation of structural elements of the plan;

2. Analysis of implementation of local and areas programs in relation to the seven priority learning areas;

3. Information on impact of implementation upon adult education staff (administrators, teachers, counselors, teacher-counselor, curriculum leaders and support personnel);

4. Information on impact of the plan upon students.

As this evaluation model is more fully explained, it will become evident that each level is the natural follow-up of previous levels.

The balance of this section of the design will be devoted specifically to a description of each of the four evaluation levels. So that the reader is better able to grasp the total evaluation picture, a similar format will be utilized for presentation and discussion of each level. This format is:

1. Overall concern;
2. Evaluation questions and issues to be addressed;
3. Sources of information;
4. Type of data gathering;
5. Time line.

LEVEL ONE: Analysis of implementation of structural elements of the plan

Overall Concern

The first level of the evaluation is formative in nature and involves monitoring to determine the extent to which the overall plan is being put into operation. This first level will be directed toward monitoring the implementation of the Staff Development Collaborative, of the role of the Coordinator, the Staff Development Facilitators network, and, to some extent, local and area staff development.

Evaluation Questions and Issues to be Addressed

During the Level One evaluation, many questions relative to the Staff Development Collaborative, Coordinator, and Staff Development Facilitators network need to be addressed. Based upon the responses obtained for these questions decision makers will have documentation and descriptions of the context in which the plan is implemented. Judgments of what needs to be modified and altered can be made. Following is a listing of some of the questions and issues which need to be addressed:

1. Have the members of the Staff Development Collaborative been selected according to the criteria in the plan?

2. Is the Staff Development Collaborative functioning according to the criteria identified in the plan?

3. To what extend have the criteria and guidelines for funding been successful in allowing implementation of the statewide facilitation network and the encouragement of local school districts and area staff development programs?

4. The scope and sequence of the local and area group small grant funding programs approved by the Staff Development Collaborative.

5. The extent to which the Collaborative monitors and assesses the progress of these programs and the overall plan.

6. Types of recommendations emerging from the Collaborative in relation to proposed programs, budgeting, and expenditures.

7. Number, representativeness, selection, and functions of Staff Development Facilitators, according to criteria in the plan.

8. Extent to which Facilitators act as linkers with local and area groups and resources throughout the state.

9. The types of assistance provided to local districts and area groups in the preparation of development plans and programs.

10. Indications of extent of staff development activities based upon the seven priority learning areas.

11. Descriptions of resource people, institutions and activities used by participating local and area groups.

12. Description of interaction between the Staff Development Collaborative and Staff Development Facilitators.

13. Description of inservice training of Facilitators and effectiveness of the training as measured by increased skills knowledge and attitudes of Facilitators.

14. Review of congruence between the commitment of institutions and Facilitators and their operational availability to function in this position. Extent to which the Facilitators are provided time and funding to perform their duties on a regular basis (although perhaps not full time).

15. Number of adult educators who participate in activities arranged by each Facilitator.

16. The extent to which Staff Development Facilitators assist local and area groups in the development of small grants and incentives through a planning process.

17. Identification, allocation, and use of local, state and federal funds and resources in the implementation of the plan.

Sources of Information

The primary source of information utilized for this level of the evaluation will be the members of the Staff Development Collaborative and the Staff Development Facilitators. In addition, where possible, meeting agendas, minutes of meetings, local staff development plans, semi-structured Facilitators' logs, descriptive and evaluative data from staff development activities, and other management records will be reviewed.

Type of Data Gathering

The type of instrumentation necessary to obtain the evaluation data will include closed and open-ended surveys and semi-structured interviews of members of Staff Development Collaborative, Staff Development Facilitators, the Coordinator and a sample of recipients of the services of the Facilitators.

Time Line

The Level One evaluation will take place from the onset of funding through the conclusion of the first year activities. Data will be collected at the beginning and at the end of the year. This will allow for status reporting as well as change analysis. Auditing and reviewing of management and progress forms will be done semi-annually. Information will then be provided to the Collaborative regarding the status of the plan, including the extent to which it is operational as well as recommendations for modification. The Level One evaluation will then be continued throughout the remaining years of the implementation period. As the project matures and the final model crystalizes,

less emphasis will be placed on formative or monitoring evaluation, and more emphasis will be placed upon impact evaluation as described in Levels Three and Four.

LEVEL TWO: Analysis of implementation of local and area programs in relation to the seven priority learning areas

Overall Concern

The Level Two evaluation will concentrate on:

1. Implementation of local and area staff development activities in relation to the seven priority learning areas.

2. Assessment of the training for local and area leadership.

Evaluation Questions and Issues to be Addressed

1. To what extent are local and area plans for adult education staff development linked to the seven priority learning areas?

2. Assessment of staff development activities in local and area programs in relation to their nature--awareness, exploration, practice, use.

3. Is leadership training based upon documented and/or perceived needs?

4. Objectives, activities and resources included for leadership training.

5. Selection procedures and demographic distribution of participants in leadership training.

6. How are community agencies linked in with local program leadership training?

7. To what extent have local and area adult educators been involved in the development of local and area staff development plans?

8. Congruence of plans developed under various leadership formats with guidelines for staff development described in the plan.

9. To what extent are local programs expecting adult educators to prepare individual professional improvement plans?

10. To what extent are local and area staff development plans related to individual, group and program needs?

11. To what extent are local and area plans related to client needs?

Sources of Information

The sources of information in the Level Two evaluation will be Staff Development Facilitators, adult educators, and documentation available on the generation of local and area plans.

Type of Data Gathering

In addition to Level One instrumentation, the type of instrumentation found here will be participant reactionnaires to training and other staff development activities, copies of local and area program plans and activities, surveys of staff at the local sites and members of the Staff Development Facilitators network.

Time Line

This Level Two evaluation will be implemented late in the first year of the project and continued into the second year. The data will be collected on a continuous basis to allow for decisions regarding the impact of the staff development sessions and which of the seven priority learning areas are most often selected and why. In addition, in the second year the Level Two evaluation will expand to determine

the impact of leadership training on the 25 to 50 teacher leaders who have been involved. In this case, the primary source of information will be change data, including knowledge, attitude and performance information based upon the originally established needs and desires for those in leadership training.

LEVEL THREE: Information on impact of implementation upon adult education staff

Overall Concern

Level Three evaluation efforts will focus primarily on describing the impact of the plan on adult education staff members. If the plan cannot demonstrate the potential of causing change in the knowledge, attitude, skills and practices of the adult educators involved, modifications in the plan are necessary. This Level of evaluation differs from the first two in that there is collection and analysis of "hard data" rather than just descriptive data. This Level uses inferential analyses which address the statistical significance of changes recorded or observed.

Evaluation Questions and Issues to be Answered

1. To what extent have objectives of individual local and area staff development plans been achieved as measured by changes in knowledge, attitudes, skills, practices and observed behaviors?

2. What is the relationship between documented changes in adult educators and the duration frequency and depth of staff development activities?

3. To what extent is participation in staff development activities associated with personal, professional and job satisfaction?

4. To what extent are implementation factors in Levels One and Two related to impacts measured in Level Three?

5. To what extent do participants in staff development activities model the roles of self-directed learners?

Sources of Information

The primary sources of information will include administrators, teachers, counselors, teacher-counselors, curriculum leaders, support personnel and students in the adult education area.

Type of Data Gathering

To perform the Level Three evaluation a series of closed and open-ended surveys, cognitive skills assessments, attitude scales and observational schedules, will be developed. These will be administered semi-annually to determine change. Inspection of local, area and individual plans will be performed.

Time Line

It is anticipated that the Level Three evaluation will take place during the third year of the project although data collection will begin during the second year. As had been the case with the previous levels, this evaluation will be continued on a yearly basis once it is implemented.

LEVEL FOUR: Information on impact of the plan upon students

Overall Concern

The overall concern for the Level Four evaluation will be the impact of the adult education staff development plan upon the ultimate users of the services, that is students.

Although the model is designed primarily for staff development, it is through this staff development that the students' experiences in school will be enhanced.

Evaluation Questions and Issues to be Addressed

1. To what extent do adult students report improved satisfaction with adult education programs?

2. To what extent do adult students report an improved sense of control over their lives?

3. To what extent do adult students report an increased use of academic skills in practical life situations?

4. To what extent do adult students participate in developing the curriculum for their classes?

5. To what extent do students, especially underrepresented populations, remain in school for a longer period of time?

6. To what extent do students perceive adult educators interacting with them as adults?

7. To what extent is the duration, frequency, and depth of student-teacher interaction related to student impact measures?

8. What are the relationships between student impact measures and the duration, frequency and depth of staff activities of adult educators?

Sources of Information

The primary source of information regarding this level of evaluation will be students and adult educators.

Type of Data Gathering

Surveys, attitude scales, observation schedules and cognitive skills assessment will be the primary instrumentation utilized. The instruments will be administered at the beginning and end of the period for growth and change analyses. The analytical procedures and processes are identical to those used in the Level Three evaluation with the major emphasis being on inferential analyses.

Time Line

The Level Four evaluation will be implemented during the fourth year of the plan. Student impact data will be collected as early as the second year so that longitudinal and trend analyses can be performed. Since early data collection will be considered baseline, no findings, regarding students will be considered until the fourth year. Thus, data will be collected for this level of evaluation as soon as it is reasonable to expect that the plan is sufficiently established to make an impact on students. This long range data scheduling will also be utilized in the Level Three evaluation. Therefore, it is imperative that all evaluation instrumentation be finalized during the first year of the implementation period. To assist in this task, a "how to" manual is in process for local sites and will be available when the plan is initially piloted and/or implemented.

APPENDICES

ADULT EDUCATION
STAFF DEVELOPMENT PLAN

Appendix A

PLANNING COLLABORATIVE MEMBERS

William Adcock - Northwest Schools - Michigan Assoc. of School Admin.
Linda Belknap - Wyoming School District
Barbara Bird - Kent Intermediate School District
Anna Mae Burdi - Troy School District
Dr. Kenneth Cerny - Oakland Intermediate School District
John R. Colbert - Pontiac School District
Dr. Christine Davidson - Port Huron Area School District
Dr. William Dietzel - Beecher Community Schools
Ronald G. Early - Michigan Education Association
Ray Ferrier - Detroit Public Schools
Dr. Donald Friedrichs - Livonia Public Schools
June Hopkins - Monroe Intermediate School District
Dr. William Hoth - Wayne State University
Paul Kimball - Marquette-Alger Intermediate School District
Diane King - Lansing Schools - Michigan Federation of Teachers
Hy Kornbluh - University of Michigan
Mae Mittag - Michigan Department of Education
Terry Moore - Holland School District
Samuel Mullice - Ann Arbor Public Schools
Linda Northup - Gladwin Community Schools
Roberta Pittman (alter. for Ray Ferrier)-Detroit Public Schools
Dr. Ronald Pollack - Macomb Intermediate School District
Terry Redman - Niles Community Schools
Dr. Mary Reiss - Director, Adult Extended Learning Services, Michigan Department of Education
Ronald Sergeant - Kalamazoo Valley Intermediate School District
Kenneth Walsh - Michigan Department of Education
Iris Williams - Ironwood Area Schools
Dr. Jack Willsey - State Prison - Southern Michigan

Dr. Dolores Paskal
Wayne County Intermediate School District
Coordinator, Planning Collaborative

Jerry Lapides
Susan Quattrociocchi
Consultants

PLANNING COLLABORATIVE TEAM MEMBERS

Team One

Diane Alsbrook, Grand Rapids
John Anderson, Livonia
June Hopkins, Monroe ISD
Joe Ivy, Port Huron
Russell Kleis, Michigan State University
Tom Page, Holland
Patricia Ann Wallace, Detroit
Mae Mittag, MDE

Team Two

Marcia Bishop, Grand Rapids
Rod Cotter, Pontiac
Wayne Langschied, Bedford
Dr. Janet Lawrence, University of Michigan
Barbara Moten, Detroit
Rock Stevens, Port Huron

Team Three

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Myrna Craig, Detroit
Jean Jenkins, Detroit
Judith Johnson, Boyne City
Tom Kehoe, Port Huron
Carol Asper Werkema, Grand Rapids
Mae Mittag, MDE

Team Four

Maude E. Forbes, Ypsilanti
Sarah Krontoft, Grand Rapids
Marilyn Foster, Port Huron
Roberta Pittman, Detroit
Ronald Van Erman, Macomb ISD
Helen McCauslin, Kalamazoo
Elizabeth Sparklin, Troy
Ronald Sergeant, Kalamazoo
Dolores Paskal, WCISD

Team Five

Lawrence Berlin, University of Michigan
Barbara Hancock, Port Huron School
Dr. Orchid Brown, MDE

Team Six

Betty Heidt, Hastings Schools
Mary Jane Kruse, Detroit
John R. Colbert, Pontiac
John B. Garber, Northern Michigan University
Karen Ribarchik, Flint
Linda Belknap, Wyoming

Team Seven

Jim Quayle, Munising-Eben-Trenary
Sandy Whiteman, Grand Rapids
Dorothy Kosavac, Ferndale
Barbara Bird, Kent ISD
Karen Ribarchik, Flint

Team Eight

William Adcock, Northwest Schools
John Avolio, Redford
Linda Belknap, Wyoming
Barbara Bird, Kent ISD
John Colbert, Pontiac
Christine Davidson, Port Huron
Ray Ferrier, Detroit
Nancy Grawe, Livonia
William Hoth, Wayne State University
Ruth Kerezsi, Highland Park
Diane King, Lansing
Hy Kornbluh, University of Michigan
Roberta Pittman, Detroit
Ronald Van Ermen, Macomb ISD
Iris Williams, Ironwood
Mary Jane Kruse, Detroit
Barbara Eichhorn, Wayne-Westland
Jim Quayle, Munising
Larry Masteller, Plymouth
Dorothy Kosovac, Ferndale
Diane Ward, Grand Rapids
Jeanette Lampe, Detroit
Joe Ivy, Port Huron

PLANNING COLLABORATIVE TEAM MEMBERS

Resource People and Institutions
Team Eight

Ronald Urick, Wayne State University
Geneva Hoover and Larry Thomas, Taylor
Todd Holder, Genessee County ISD
Russell Kleis, Michigan State University,
James Ellsberry, Washington Twp., Indiana
Barbara Bird, Kent ISD
Sam Mangione, Wayne County ISD
Ronald Van Ermen, Macomb ISD
Doris Chenault, Detroit Center for Professional Growth and Development
Dennis Sparks, Northwest Staff Development Center

Team Nine

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Roberta Pittman, Detroit
Tom Wenger, Grand Rapids
George Parent, Kalamazoo
Dr. James Lombard, Wayne-Westland
Judith Johnson, Boyne City
State Davlantes, Highland Park
Ruth Eszes, Highland Park
Sally Joseph, Grand Rapids
Dr. Harry Woods, Detroit

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John Garber, Northern Michigan University
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Resource People and Institutions
Team Nine (continued)

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Alida Geppert, State Library Services
Dr. William Hoth, Wayne State University
Ronald Sergeant, Kalamazoo ISD
Barbara Bird, Kent ISD
Hattie Brown, Detroit Center for Professional Growth and Development

Appendix B

DEMOGRAPHIC INFORMATION ON MICHIGAN ADULT BASIC EDUCATION AND HIGH SCHOOL COMPLETION PROGRAMS AND STAFF

In 1978/79, there were 109 public school funded Adult Basic Education (ABE) programs which served 36,520 students in Michigan. Almost 80 of these programs served less than 100 students each. The remainder (29) served more than 100 students each. For example, the Detroit program had an ABE membership of 6300.

There were approximately 260 High School Completion (HSC) programs which were funded according to the state aid formula, and served approximately 160,000 students. Detroit, for example, served over 12,800 students.

The staff of the Planning Collaborative located the state funded ABE programs and mapped them out within the Regional Education Media Centers (REMC) area (see Figure 1). Fifty one (51) of the ABE programs in Michigan were located within Standard Metropolitan Statistical Areas (SMSA) (see Figure 2). Fifty four percent of the ABE programs were located in rural areas and are widely dispersed.

On a survey sent out by the staff of the Planning Collaborative to 109 School districts to determine the "Status of Staff in Adult Basic Education and High School Completion Programs". Seventy four (67%) districts returned the survey. They represented all the regions in the state and were distributed as follows: 33 suburban, 28 urban, and 13 rural districts.

There were 1698 HSC teachers working in the responding districts. Surprisingly, 72 worked full time and were distributed as follows: 30 in the southeastern part of the state, 26 in the western-southwestern part of the state, and the rest scattered throughout. There were 491 ABE teachers in the responding districts, 170 (34%) worked full time and 321 (66%) were part-time teachers. Of the full time staff in ABE 113 were in the southeastern part of the state and 43 in the western-southwestern part (see Figure 2).

The majority (51%) of the administrators reported that they also work as curriculum leaders. In addition, there were 41 full time curriculum leaders in the state, 19 in the western-southwestern part and 18 in the southeastern section.

Thirty eight staff reported that they have dual jobs as curriculum leaders and teachers.

Forty six (62%) of the responding districts indicated that there staff meets monthly with other adult educators in their area to discuss common problems.

Analysis of this information suggests that

1. The majority of the ABE and HSC programs are located in the SMA's in the southern part of the state

2. The majority of full time ABE & HSC teachers are within the same area

3. There are 72 full time HSC teachers. The majority of the teachers are part time

4. There are 41 full time curriculum leaders

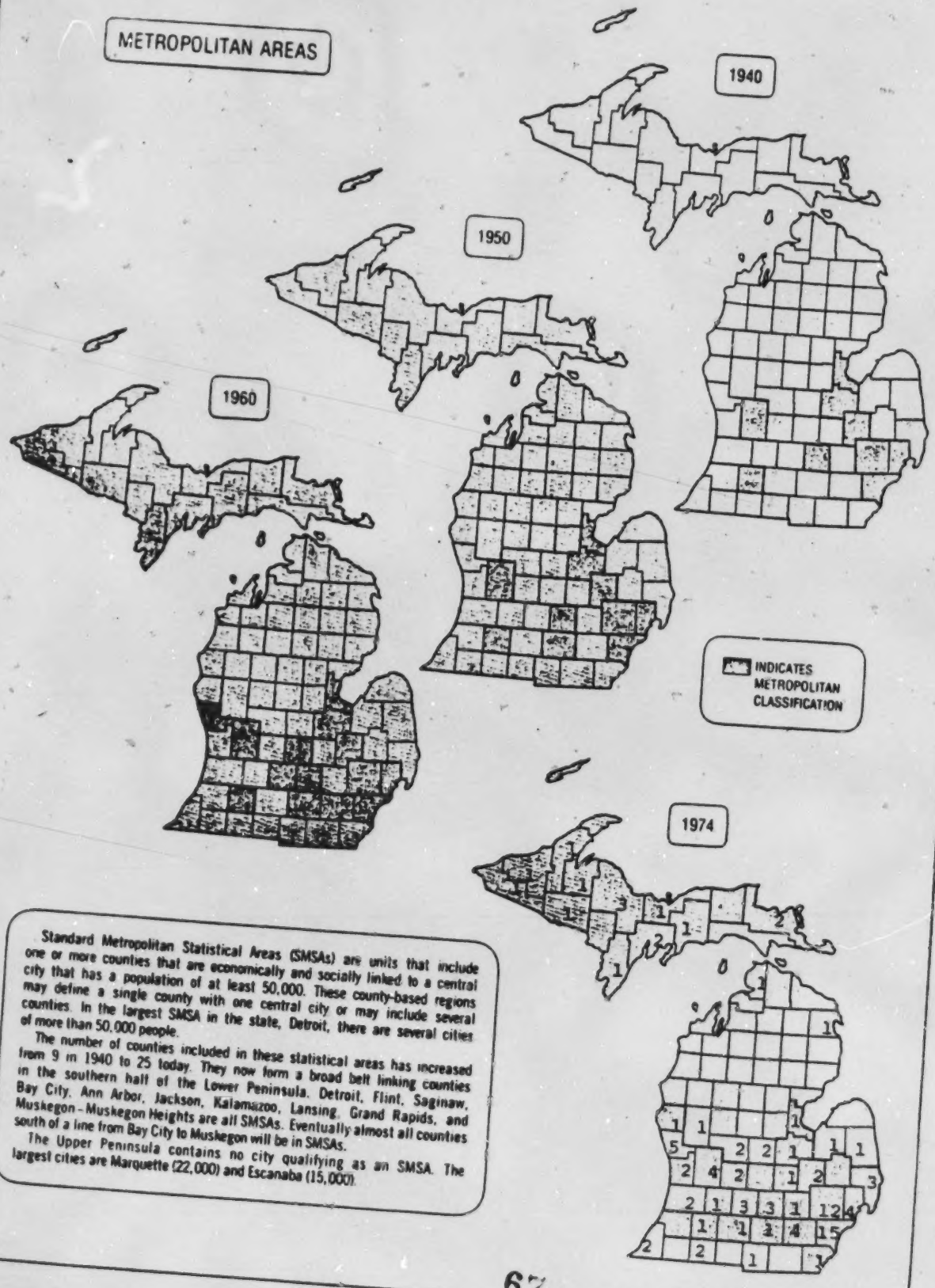
5. The majority of administrators and curriculum leaders have dual jobs

6. Full time staff is concentrated in the southeastern and the western-southwestern parts of the state

7. In most districts the ABE/HSC meet monthly with their peers to discuss common problems.

Figure 1
Number of ABE programs per REMC Area

Figure 2
Distribution of ABE programs within SMSA



Standard Metropolitan Statistical Areas (SMSAs) are units that include one or more counties that are economically and socially linked to a central city that has a population of at least 50,000. These county-based regions may define a single county with one central city or may include several counties. In the largest SMSA in the state, Detroit, there are several cities of more than 50,000 people.

The number of counties included in these statistical areas has increased from 9 in 1940 to 25 today. They now form a broad belt linking counties in the southern half of the Lower Peninsula. Detroit, Flint, Saginaw, Bay City, Ann Arbor, Jackson, Kalamazoo, Lansing, Grand Rapids, and Muskegon - Muskegon Heights are all SMSAs. Eventually almost all counties south of a line from Bay City to Muskegon will be in SMSAs.

The Upper Peninsula contains no city qualifying as an SMSA. The largest cities are Marquette (22,000) and Escanaba (15,000).

Appendix C

GOALS, OBJECTIVES AND OUTCOMES, IN SUMMARY

GOAL ONE: THE STATEWIDE, LONG-RANGE STAFF DEVELOPMENT PLAN WILL DEVELOP EDUCATORS OF ADULTS WHO ARE SELF-DIRECTED, LIFELONG LEARNERS.

OBJECTIVE A. Prepare individual, program, and area staff development improvement plans.

OBJECTIVE B. Improve knowledge, skills and attitudes of adults in relation to locally-developed needs or in relation to priority learning areas identified as needs by practitioners and students. The seven priority learning areas are:

1. Staff development planning and programming
2. Program management, communication, and leadership
3. Self-awareness as a person/professional/learner
4. Knowing adult clients and helping them to know themselves and become self-directed learners
5. Interaction strategies
6. Teaching strategies
7. Curriculum systems and areas.

OBJECTIVE C: Strengthen the professional commitment and recognition of educators of adults.

OUTCOMES OF GOAL ONE: It is anticipated that as a result of the effective implementation of this plan,

Participants in staff development will model the role of self-directed learners as they:

1. Accept, understand, and interact with other adults as individuals,

2. Enable adults to gain personal interaction skills to accomplish their academic, employment, and personal goals.

3. Enable adult students to practice academic skills in academic, employment and citizenship roles,

4. Enable adult students to gain a sense of control over and responsibility for their educational, employment, social and political lives.

* * * *

GOAL TWO: THE STATEWIDE, LONG-RANGE STAFF DEVELOPMENT PLAN WILL DEVELOP A COOPERATIVE STAFF DEVELOPMENT NETWORK THAT INVOLVES PARTICIPANTS AND RESOURCES IN PROGRAMS UNIQUE TO THE SETTINGS OF THE PARTICIPANTS.

OBJECTIVE A. Establish a STAFF DEVELOPMENT COLLABORATIVE to serve for three-five years to implement, analyze and reshape the plan.

OBJECTIVE B. In the first year train a statewide group of 20-25 STAFF DEVELOPMENT FACILITATORS to support, assist and identify resources for local and area staff development programs.

OBJECTIVE C. Beginning in the second year, train teacher leaders and administrators in initiating and generating staff development processes in their districts and areas and in serving as communication and learning network for each other.

OBJECTIVE D. In each year, provide small grants and other incentives for the preparation of local and area staff development plans and programs.

OBJECTIVE E. Locate and describe resource people and institutions that can provide staff development services for different groups of adult educators with varying experience levels in different parts of the state, according to the priorities of this plan, the needs of local groups, and the capabilities of resource sites, people and institutions.

OBJECTIVE F. Analyze, evaluate, and reshape the operation of this staff development plan and process.

OUTCOMES OF GOAL TWO:

A. The existence of local and area adult education staff development programs in every area of the state directed toward purposes and objectives of Goal I.

B. The existence of and linking of flexible, developmental programs and resources, for example:

   a. University and college programs designed to respond to the program components and elements in the plan for inexperienced and experienced staff, at undergraduate and graduate levels, for credit or noncredit.

   b. Programs offered by and available from intermediate school districts, professional development center, regional educational media centers, K-12 staff developmental efforts, as well as private and nonpublic agencies,

   c. Resource sites for training in specific skills, techniques, approaches that work with adults,

   d. Other adult education staff development programs,

   e. Roadshow awareness sessions throughout the state or short-term workshops to create interest and awareness, motivate staff, build skills, and meet immediate instructional needs.

   to individual, local and area staff development activities.

C. The documentation of impact of a range of staff development activities on 600 or more adult educators in each year. This will include specific attention to the relation of impact to duration and depth of the staff development effort.

* * * * *

GOAL THREE: THE STATEWIDE, LONG-RANGE STAFF DEVELOPMENT PLAN WILL USE ALL AVAILABLE FINANCIAL COMMITMENTS AND OTHER RESOURCES.

OBJECTIVE A. Local, state and federal funds and resources will be continuously identified, allocated, and used to support this plan.

OBJECTIVE B. Other public funds and resources will be continuously identified, sought and used to support this plan.

OBJECTIVE C. Private funds and resources will be continuously identified, sought, and used to augment other funds and resources supporting this plan.

OUTCOME OF GOAL THREE: Funds and resources to support the major elements of this plan will be generated.

Appendix D

INDIVIDUAL AND GROUP STAFF DEVELOPMENT PLAN FORMATS

Self-Improvement Plan

Name_____ Date_____

Goals to be achieved

1.

2.

3.

Methods of achieving goals and time tables

1.

2.

3.

4.

5.

Evaluation of goals

#1 goal

#2 goal

#3 goal

Other comments on self-improvement plan:

Signature of Educator

Signature of Administrator

NOTES FROM
STAFF DEVELOPMENT WORKSHOP
JUNE 28-29, 1978
WCISD EDUCATION CENTER
PHILLIPS - McELHINNEY - ELLSBERRY

The notes below include the information Jim Ellsberry had written on the newsprint as well as notes on his commentary on the process he, Gary, and an associate used in their staff development effort with department chairmen at North Central High School, Indianapolis.

A PROCESS THAT WORKED

Preliminary Steps - Developing Support

1. SD team agreed on the target

   Who is the audience?
   Mandatory? Voluntary?
   Enlist support of principal
   Identify key people and contact individually
   Brainstorm and anticipate barriers

2. Principal

3. Key Department Chairmen (Supervisors)

   3.1 Assessed needs/planted seeds

   Informally through individual conferences
   "What we ought to do is . . ."
   "How would you like to . . ."

4. Principal held a luncheon meeting

   4.1 SD team explained the process to department chairman

   4.2 Department Chairmen selected their targets

   transferred ownership
   "Where do you want to be by the end of the year?"
   Group agreed on 4-5 areas

   4.3 They designed and implemented

STAFF DEVELOPMENT PROCESS

TARGET or Learner Outcome	Behaviors (Student) acceptable as evidence of Progress toward TARGET	Learning Activities that Enable TARGET Attainment	Teacher Behaviors that facilitate TARGET Attainment	Evaluation or Proof of Attainment

WORKING THROUGH THE STAFF DEVELOPMENT

PROCESS OUTLINE

1. TARGET OR LEARNER OUTCOMES

- Increasing the supervisory skills of department chairpersons
- Team Building Process
- Transfer ownership of SD activities

---

2. PRESENT OUTCOMES THAT ARE UNACCEPTABLE

1. Poorly written teacher goals (no learner outcomes)
2. Avoidance of confrontation with incomptetent staff
3. Lacked systematic approach to program evaluation
4. Lacked skills in diagnosing instructional problems
5. Lacked skills in prescribing means for resolving instructional problems.

---

3. EVIDENCE ACCEPTED AS PROGRESS TOWARD THE TARGET

Supervisors Will:

1. Accept leadership responsibility for selecting targets, designing activities, and implementing a program.
2. Demonstrate increased level of skill through modeling and role playing.
3. Tell us they feel more adequate in using their supervisory skills.
4. Work with a colleague who will assist by monitoring skill applications.

---

4. ENABLING ACTIVITIES

Based upon supervisor targets (needs) workshops will be designed and conducted by qualified resource persons. (use local people)

1. Goal Setting Conferences
2. Confrontation Skills
3. Program Evaluation
4. Diagnostic/Prescriptive Methods

5. BEHAVIOR OF SD TEAM THAT FACILITATES TARGET ATTAINMENT

1. Team planning-sharing responsibility
2. Involving/including the principal
3. Providing time - space - etc.
4. Continuous help and assistance to department chairmen as they planned and designed activities.
5. Talked to them often, encouraged, recognized their effort, rewarded progress.
6. Participated with them as peers
7. Recorded and documented success

6. PROOF OF ATTAINMENT

1. More teacher goals written with specific learner outcomes clearly stated.
2. Some systematic approach toward program evaluation would be attempted by each department.
3. Ineffective teachers would be confronted and new expectations clearly stated.
4. The diagnostic/prescriptive methods would be applied to problem situations.
5. Staff development activities for individuals and teams would be designed within each department.

STAFF DEVELOPMENT PLAN

TARGET OUTCOMES	EVIDENCE OF PROGRESS TOWARD TARGET	GENERAL ACTIVITIES	MY BEHAVIORS	EVALUATION OR PROOF OF ATTAINMENT

CAN BE USED BY AN INDIVIDUAL OR BY A GROUP TO FOCUS ON AGREED-UPON OBJECTIVES

Target Population:

DP:gh

PLANNING COLLABORATIVE MEMBERSHIP

WILLIAM ADCOCK, Northwest Schools, Michigan Association of School Administrators
LINDA BELKNAP, Wyoming School District
BARBARA BIRD, Kent Intermediate School District
ANNA MAE BURDI, Troy School District
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JOHN R. COLBERT, Pontiac School District
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